Summer 2024
Semester Syllabus
Administration of
Special Programs in
Schools
EDLR 5333

Listen Carefully

Process Feedback

Ask Probing Questions

Make Connections & Construct Meaning

Unmask Assumptions

Instructor Information

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Course Catalog Description

This course provides an overview of instructional and support programs and the role of the educational leader in meeting local, state, and federal level requirements.

Student Learning Objectives

Upon completing this course, the student will:

Objective	Texas Principal Standard
Reflect upon personal growth and leadership development in administering special programs.	2(A)(i)(VI), 3(A)(i)(III)
Understand current legal issues relevant to special programs and ways to influence through leadership.	4(B)(iv), 4(B)(v)
Describe what it means to support teachers and provide collaborative structures for leadership opportunities.	2(B)(iii), 3(A)(i)(VII)
Understand the dynamics of change from the perspective of a campus leader.	3(A)(i)(V)
Recognize and define the program characteristics that focus on student achievement.	3(A)(ii), 3(A)(i)(VIII), 4(A)(i)(IV)
Recognize the importance of expectations among both teachers and students.	1(A)(i)(V), 2(B)(iii), 4(A)(i)(II), 4(B)(ii)
Recognize the need to monitor multiple data points to evaluate progress toward special program goals.	5(A)(i)(II)
Recognize how the fundamental premises of the principal position transfer to the objective questions of the TExES.	3(A)(i)(III)
Understand the importance of aligning special program resources to school priorities and goals.	5(A)(i)(IV)

Course Modules with Dates Available & Assignment Due Dates

Course Module	Date Available	Assignment Due Date
Introduction Module • Faculty Information • Course Syllabus • Class Introductions • Creating a Pinterest Account	May 13	May 19 *Class Introduction* *Creating a Pinterest Account*
Module 1 • Special Education	May 20	May 26 *Quiz #1* *PIR #1* *Discussion #1*
Module 2 • Section 504	May 27	June 2 *Quiz #2* *PIR #2* *Discussion #2*
Module 3 • Title I	June 3	June 9 *Quiz #3* *PIR #3* *Discussion #3*
Module 4 • Early Childhood Education	June 10	June 16 *Quiz #4* *PIR #4* *Discussion #4*
Module 5 • Career & Technical Education	June 17	June 23 *Quiz #5* *PIR #5* *Discussion #5*
Mid-Term Exam • Certify Teacher 268 Practice Exam	June 24	July 7 * Certify Teacher 268 Practice Exam*
Module 6 • Emergent Bilingual Education	July 8	July 14 *Quiz #6* *PIR #6* *Discussion #6*
Module 7 • Dyslexia	July 15	July 21 *Quiz #7* *PIR #7* *Discussion #7*
Module 8 • Gifted & Talented Education	July 22	July 28 *Quiz #8* *PIR #8* *Discussion #8*
Module 9 • Counseling Programs & Health Services • Pinterest Current Events Forum	July 29	August 4 *Quiz #9* *PIR #9* *Discussion #9* *Pinterest Board Pins*
Final Exam • Final Exam	August 5	August 10 *Final Exam*

Evaluation & Grading

- *Discussion*
  - o Each of the 9 *Discussion* questions provides a forum to dialogue with colleagues on the topic(s) covered in each module.

- *Module Quizzes*
  - o The *Module Quiz* requires the student to answer five true-false, fill-in-the-blank, multiple-choice/answer format questions over the program(s) discussed in a given module. There are 9 quizzes, one for each module. Each quiz must be completed in 30 minutes.

- *Program Interview Reports*
  - o There are 9 *Program Interview Reports (PIR)*, one for each module over the topic covered. For example, for Module 1 you will interview the Special Education Director. Upon completion of your report, upload your assignment for grading. Refer to the *Appendix* at the end of this syllabus for the report format and scoring rubric. Your final report should be at least two pages, but not more than three pages in length, single- or double-spaced in 12-point font.
    - ▪ <u>Choose a person at the district level who is an expert in the field such as director or program coordinator when possible. You can do an interview by phone or email, if necessary. However, a face-to-face interview is preferred—you get to meet the person and demonstrate a greater interest in their program.</u>

- *Pinterest Current Events Forum*
  - o The student will pin five articles on the *Pinterest* public board **Special Programs in Schools EDLR 5333 Summer 2024**. Each pin must be from a journal, newspaper, or other media source on a topic or event relating to a program area covered in the course.

- *Mid-Term Exam*
  - o The *Certify Teacher 268 Practice Exam* is an online test administered by Certify Teacher, a third-party company, that simulates the TEA 268 exam. **A score of 260 or higher overall and for each competency a score of 50% or higher is required to receive credit for the Mid-Term Exam (i.e., "Complete" in the Canvas Gradebook) and credit for the course.** If necessary, students can retake the Certify Teacher 268 Practice Exam multiple times, a different version of the exam is given each administration.
  - o **Registering for the TEA 268 Exam is a requirement of the MEd in Educational Leadership program.** To be eligible to register for the TEA 268 Exam, students must meet the Certify Teacher 268 Practice Exam standard described above.

- *Final Exam*
  - o The *Final Exam* requires the student to create a Constructed Response Question formatted activity using the findings from a Program Interview Report of their choosing.

Assessment Specifics & Assignments

- *Discussion* — 9 points: 9 questions @ 1 point each
- *Module Quizzes* — 45 points: 9 quizzes @ 5 points each
- *Program Interview Reports* — 90 points: 9 reports @ 10 points each
- *Pinterest Current Events Forum* — 5 points: 5 articles @ 1 point each
- *Mid-Term Exam* — 0 points: Complete/Incomplete
- *Final Exam* — 80 points: 1 Constructed Response Question formatted activity

Final Grade Calculations

- Total Points = 229 **(Also, a score of 260 or higher overall and for each competency a score of 50% or higher on a Certify Teacher 268 Practice Exam is required to receive credit for the course, <u>regardless of the point total</u>, if not, an "Incomplete" [I] is given, until achieved.)**
  - o A = 90% - 100% of points available (206 points to 229 points)
  - o B = 80% - 89% of points available (183 points to 205 points)
  - o C = 70% - 79% of points available (160 points to 182 points)

Teaching Strategies
- *Canvas* is the primary online learning management system used to teach and manage course assignments for Administration of Special Programs EDLR 5333.

- *Pinterest* is the online bookmarking tool for posting and commenting. Our public *Pinterest* board is **Special Programs in Schools EDLR 5333 Summer 2024**. You will need to create an account, refer to the instructions located in the *Pinterest Instructions* folder.

Related Field Experiences
- Students will have the opportunity to interview campus and district personnel covering instructional and support programs while examining their implications at the local, state, and federal level and the role of the educational leader.

Required Text & Related Readings
- Beyer, B. and Johnson, E. (2014). *Special Programs and Services in Schools (2nd Edition)*. Lancaster, PA: DEStech Publications, Inc. (ISBN 978-1-60595-175-1)

UNIVERSITY POLICIES

Withdrawal Policy
The last day to withdraw for the **Summer Semester** without penalty is **Friday, July 12, 2024**.

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Access the list of university guidelines, links, and policies, including information related to the topics listed below, **https://www.uttyler.edu/links/**

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students
- UT Tyler Writing Center (903.565.5995), **writingcenter@uttyler.edu**, **http://www.uttyler.edu/writingcenter/**
- UT Tyler Tutoring Center (903.565.5964), **tutoring@uttyler.edu**, **https://www.uttyler.edu/tutoring/**
- The Mathematics Learning Center, RBN 4021, an open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) **https://www.uttyler.edu/counseling/**

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding, and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards
The School of Education is committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

Access the **Texas Education Standards for Principals**
https://tea.texas.gov/texas-educators/educator-initiatives-and-performance/principal-standards-and-appraisal

Access the **Code of Ethics and Standard Practices for Texas Educators**
https://tea.texas.gov/texas-educators/investigations/educators-code-of-ethics

Appendix

Program Interview Report (PIR)

Your interviewee may not know all the laws that govern the program; however, you should be able to find this information in your readings or in the lecture. Upon completion, upload your report into the **Program Interview Report** found in each module.

<u>Format</u>

Your Name
Program Covered
Name, Email Address, and Position of Person Interviewed

Questions to address in your paper:
1. What is the goal or mission of this program on your campus or in your district?
2. What laws or regulations guide this program?
3. How effective is the program? Give reasons for your answer such as data or examples.
4. What are the challenges or "problems of practice" facing this program?
5. What is the role of the principal in working with this program?
6. Reflect on the insights you have gained through your interviews, discussions, and examination of this program as it relates to "equity-centered leadership." Equity-centered leaders ensure excellence, equity, and a quality learning experience for every child, in every classroom, every day. Leaders model and set direction; they shape an environment where equity and excellence are the standard for everything; they develop people personally and professionally. (Adapted from Education Development Center Quality Measures Center for Program Assessment and Technical Assistance.)
- *Your report should be at least two pages, but no more than three pages in length*
- *Double- or single-spaced*
- *12-point font*
- *Upload your report in the **Program Interview Report** section located in each **Module***

<u>Scoring Rubric</u>

Dimension	Sophisticated	Competent	Needs Work
Response	Response is clearly stated and connections to the question and position are clear and relevant. The underlying logic is explicit. *(Value: 4-5 points)*	Response is clearly stated and connections to the question and position are mostly clear, some aspects may not be connected or minor errors in logic are present. *(Value: 2-3 points)*	Response may not be clear and the connections to the question are incorrect or unclear or just a repetition of the findings without explanation. Underlying logic has major flaws; connection to position is not clear. *(Value: 0-1 points)*
Writing	Writing is coherently organized and the logic is easy to follow. There are no errors in spelling and/or grammar and terminology is clearly defined. Writing is clear, concise, and persuasive. *(Value: 4-5 points)*	Writing is generally well organized and most of the argument is easy to follow. There are only a few minor errors in spelling and/or grammar or with terms not clearly defined. Writing is mostly clear but may lack conciseness. *(Value: 2-3 points)*	Writing is poorly organized and difficult to read – does not flow logically from one part to another. There are several spelling and/or grammatical errors; technical terms may not be defined or are poorly defined. Writing lacks clarity and conciseness. *(Value: 0-1 points)*

Eberly Center for Teaching Excellence, Carnegie Mellon University
Adapted from: Scoring Rubric for Short, Research-based Position Paper Undergraduate Cognitive Psychology, Anne L. Fay, Carnegie Mellon University